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ABSTRACT

Findings of a study that examined the effect of participation in Danforth Foundation-sponsored principal training programs on participants' perceptions of leadership and administrative behaviors are presented in this paper. The field-based program aims to increase minority representation in educational leadership. Interviews, on-site observation, and document analysis were conducted to follow six participants in three universities as they moved from a classroom teacher to a school leadership role. Five of the six individuals returned to classroom teaching assignments rather than to administrative positions. Findings indicate that: (1) candidates perceived as highly capable leaders enhanced their skills; (2) candidates developed broader definitions of leadership; (3) the cohort organization and mentoring practices were critical forms of personal and professional support; and (4) participants developed insights into a variety of professional roles. Recommendations are made to develop proactive strategies for recruiting highly capable candidates, create induction support systems, and provide supportive inservice education that offers a proactive perspective of leadership. A conclusion is that informational school leaders are an important resource for enhancing the overall quality of schools. (Contains 18 references.) (LMI)

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FIELD-BASED PREPARATION PROGRAMS: REFORM OF ADMINISTRATOR TRAINING OR LEADERSHIP DEVELOPMENT?

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FIELD-BASED PREPARATION PROGRAMS: REFORM OF ADMINISTRATOR TRAINING OR LEADERSHIP DEVELOPMENT?

During the past seven years, the Danforth Foundation has sponsored the development of alternative programs for the training of school principals at twenty-two different universities across the nation. While the specific structure of each of these programs has differed at each participating institution, certain characteristics and goals have been similar in all cases. For example, the programs were all designed (and participating candidates were selected) according to the belief that strategies needed to be discovered to increase the opportunities for groups traditionally underrepresented in the field of educational leadership to advance in their careers. Second, all programs placed great emphasis on the belief that learning about leadership is something best carried out in the field, with practicing school administrators serving as mentors to aspiring leaders. Finally, from the perspective of the Danforth Foundation, it was assumed that the goal of each university program was to train people to become school leaders for the future (Gresso, 1986).

This paper provides a description of a study which examined the nature of three of the Danforth-supported university

programs. Specifically, research was carried out to determine the effect of participation in Danforth programs on selected candidates. All individuals were classroom teachers who were recruited to Danforth programs based largely on their districts' perceptions that they would become outstanding principals in the future, and that they would learn best in field-based settings.

Study Background

The past ten years have witnessed considerable interest related to the need to improve the quality of educational practice in this country. In addition to groups traditionally involved with the reform of education--groups such as associations of teachers, administrators, and other professional educators--the lay public and political bodies have expressed concerns more forcefully regarding the need to increase the quality of educational programs. Voters are witness to local, state, and national political candidates fumbling to prove that their commitment to the reform of American education is more sincere than any other individuals. The expectation that American schools would improve has suddenly come off the "back burner."

Scholars who have tried to inform public debate regarding the nature of reform have tried to frame their investigations of school effectiveness in a variety of ways. The reform literature in American education has followed an interesting path

in recent years. During the 1970s and 1980s, the primary thrust of effective schools research was directed toward identifying factors either in the schools or within their immediate external environments that appeared to be directly and positively corelated with higher quality educational outsomes, typically defined as student performance on standardized achievement tests. The work of Berliner and Tikunoff (1976) represents an example of work wherein reesearchers sought to determine the effectiveness of instructional practices carried out within individual classrooms. Work by Edmonds (1979) and more recently by Mortimer (1988) in Great Britain identified the characteristics of effective schools found beyond teacher-student interactions in individual classrooms.

More recently, efforts to find school practices related to higher student achievement has led to suggestions for reforming preservice preparation of school personnel. Current research strives to provide insights that may serve as a foundation to increase the effectiveness of educational preparation programs by focusing primarily on the restructuring of institutions which have traditionally been charged with the responsibility for preparing future teachers, administrators, and other educational personnel. As an example of this observation, one might note specifically that increasing attention has been paid to the improvement of educational leadership.

In 1987, the National Commission on Excellence in Educational Administration published Leaders for America's Schools: A Report of the National Commission. While this report has been criticized by some who believed its recommendations were not forceful or imaginative enough to suggest the revisions needed to bring about meaningful improvement in the training of educational administrators, it did contain a clear call for certain modifications to be made in the ways in which individuals are prepared to assume positions of leadership in schools. Among the strongest suggestion was that greater attention should be placed on the discovery of ways in which universities and local education agencies might find more effective ways to collaborate in the development of future educational leaders. Second, the recommendation has been advanced that administrator preparation programs must include more opportunities for more "clinical" approaches to learning. The assumption that a period of "learning by doing" before a person moves into a professional role for the first time is alive and well in the field of administrator preparation. A similar set of recommendations has been recently advanced in the report issued by the National Policy Board for Educational Administration (1989) which also indicated that "long term relationships be established between universities and school districts to create partnership sites for clinical study, field residency, and applied research"

(p. 22). In short, the preparation of future educational leaders is increasingly being recognized as an activity that cannot take place solely on the university campus, in an environment separated from the daily concerns of school practitioners.

A related issue requiring attention by scholars and practitioners alike involves the need to examine the nature of educational leadership in general. Traditionally, those identified as educational leaders have formal administrative or supervisory roles in schools. As a result, superintendents, principals, and supervisors have typically been identified as school leaders. In more recent years, however, more people have begun to recognize that educational leadership may be the province of many who work outside the ranks of administration. As the press continues for the discovery of new approaches to the empowerment of teachers in schools, an equivalent expectation has emerged to consider the probability that teachers might also be viewed as educational leaders. What this means is that any analysis of the paths followed by people into leadership in schools must be sensitive to the ways in which administrators and non-administrators assume their responsibilities. Many people become leaders in schools outside the administrator's office, and research must reflect that fact.

There are some incongruities between the above statements

and research carried out on educational leadership. As a result of these findings of much of the recent research on school effectiveness, it has generally been assumed that the quality of a school is related quite directly to the quality of leadership found in that building. In particular, the assumption is also made that the person most responsible for providing leadership is the school principal (Lipham, 1981). Research presented in this paper does not try to diminish the traditional view that the principal's role is critical for school success, Rather, the focus here is on the discovery of ways in which educators who do not elect to follow careers as formal school administrators have engaged in learning activities that have helped them to become educational leaders.

The objectives of the research presented in this paper were to: (1) follow the transformation of six individuals as they moved from familiar roles as classroom teachers to positions of leadership in their schools and districts; (2) determine the ways in which the experiences of these six individuals might imply needed changes to be made in the content, design, and procedures followed in programs which prepare people to move toward leadership roles in schools. The research identified ways in which people increased their personal visions and competencies in educational leadership after participating in innovative leadership programs in three different

local universities. These programs, sponsored in part by the Danforth Foundation, had been designed to reflect the value of increased experiential learning opportunities as an eventual route to more effective practice in the role of the school principal.

Perspectives and Background of the Study

An issue requiring attention in the field of educational administration involves the need to examine the nature of educational leadership as it is evolving in practice. Traditionally, those identified as educational leaders have had formal administrative or supervisory positions in schools. As a result, superintendents, central office administrator, principals, assistant principals, and supervisors have typically been identified as "school leaders." In more recent years, however, more people have begun to recognize that educational leadership may be the responsibility of many who work outside the ranks of administration. As the press continues for the discovery of new approaches to the empowerment of teachers (Maeroff, 1988), an equivalent expectation has emerged to consider the probability that teachers might also be viewed as educational leaders. What this means is that any analysis of the paths followed by people into leadership in schools must be sensitive to the ways in which administrators and non-administrators assume their duties and responsibilities.

Although the literature has been clear in recent years that leadership is the key to more effective schools, there has been a problem with research in this area. By and large, educational leadership has been studied only from the perspective of curently practicing school administrators. There has been a lack of recent analyses of the phenomenon of emergent leadership on the part of classroom teachers and other professional educators. Much of the recent reform literature has suggested that leadership responsibilities must be dispersed widely throughout educational organizations (Goodlad, 1986; Fullan, 1990). It is a problem when little is known about how people actually become leaders, even in cases where they do not become school administrators.

This study sought answers to the following questions:

1. What is the nature and meaning of the experiences of transition from classroom teacher to educational leader, from the perspective of the individuals going through that transition?

2. What are the implications of these perspectives for the content, design, and processes of programs which may be developed to assist individuals as they prepare to move toward leadership in schools?

3. What are the implications of these perceptions for the content, design, and processes of programs that may be designed to support people during their initial experiences in leadership roles?

Methodology

This study of issues associated with leadership development of individuals who participated in experiential, field-

based leadership preparation programs made use of qualitative research. According to Lincoln and Guba (1985), this paradigm is based on the following assumptions:

1. Realities are constructed, multiple, and holistic;
2. The "knower" and the "known" influence each other interactively and are inseparable;
3. Time and context-free truth statements in the form of generalizations are not the goals of the naturalistic study;
4. It is not possible to identify cause and effect linkages because all entities being studied are in a state of mutual and simultaneous shaping;
5. The inquiry is naturally value-bound.

The basis of qualitative research is "exploratory, inductive, emphasizes processes rather than ends, and strives to understand how all the parts work together to form a whole" (Merriam, 1988, p. 16). All of these conditions were assumed to be related to the issue that was investigated in this study. As a result, this research made use of naturalistic and qualitative research design and methodology.

Within this perspective, an ideal research paradigm that utilized a distinctive form of inquiry which provided the researchers with a better understanding and interpretation of observations and interviews was the qualitative case study. This type of research focuses on insights, discoveries, and interpretations of educational phenomena rather than hypothesis

testing. Yin (1989) defined the case study as an "empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomena and context are not clearly evident; and in which multiple sources of evidence are used" (p. 23). Also, it is important to note that the "qualitative case study is a particularly useful methodology for addressing problems in which understanding is sought in order to improve practice" (Merriam, 1988, p. 32). Thus, it was the intention of the researchers to utilize the qualitative case study research design to form a better understanding of leadership development by the six individuals selected for the case studies.

This study also made use of field study data collection methods such as interviews, observations, and document analyses to describe the the leadership development patterns of six teachers. Kerlinger (1973) described field studies as "ex post facto scientific inquiries aimed at discovering the relations and interactions among sociological, psychological, and educational variables in real social structures" (p. 406). They are of two types: exploratory and hypothesis-testing. Kerlinger identified three purposes for exploratory studies: "to discover significant variables in field situations, to discover relations among variables, and to lay the groundwork for later, more systematic and rigorous testing of hypotheses" (p. 406).

This study used the field study methods of observation, interview, and content analysis of documents to investigate the ways in which teachers engage in the process of leadership development. Through this methodology, comprehensive descriptions could be made. Moreover, important and recurring variables could be identified and specified, thus allowing for theory building. As Lutz and Iannaccone (1969) stated, "Verificational studies that test the hypotheses formulated from the field studies are necessary to complete the process of theory building" (p. 28). Thus, the findings of this study could be viewed as a basis for further empirical research in the area of leadership development by teachers.

Individuals who participated in this study were six individuals who were candidates in Danforth Foundation Principal Preparation Programs at three different universities. They were selected to participate in this study because they represented "typical" candidates (according to the assessments and descriptions of local university oprogram facilitators. They were all classroom teachers at the beginning of the Danforth Program.

Data were collected primarily through on-site interviews of the candidates and others with whom these people interacted during the course of their leadership development programs. The interview schedules were developed according to the theo-

retical perspectives derived from such domains as Schlossberg's Career Transition and Development Model (1984), as well Adult Learning and Development Theory (Merriam & Caffarella, 1991), and Leadership Theory.

Literature related to career transition and development makes the assumption that people make rational choices related to changes in occupational role and status. Engaging in career development implies that people take the time to consciously refine personal skills and attitudes in relation to some job goals. This phenomenon was witnessed frequently in this study as candidates perceived more about themselves, who they wanted to become, and how they would determine future career goals. Adult development theory provided the researchers with fundamental assumptions regarding the ways in which adults learn and develop, and how the candidates perceived personal changes in themselves and discovered new capabilities and potentialities. Literature related to the analysis of leadership behavior was consulted to help the researchers appreciate the fact that leadership is a complex blend of conceptual behavior skills, technical skills, and interpersonal humanistic skills (Playko, 1991).

Conclusions

The following conclusions were derived following the data analysis of the six candidates as they continued on their jour-

neys to leadership:

1. **Candidates who were already perceived as highly capable leaders engaged in learning experiences that enhanced and refined their skills.**

Data indicated that individual candidates were already recognized as educational leaders before they were initially recruited for involvement in the Danforth Programs. Numerous individuals who were interviewed during this study, including the candidates, made repeated references to the ways in which all six individuals enjoyed reputations in their schools and districts as people who were already perceived as leaders. The data also indicated that the individuals had been selected for participation in the innovative programs because they had displayed leadership qualities, and not because they had the potential to become leaders in the future.

This conclusion suggested that the learning experiences associated with the Danforth Programs and field-based learning activities were more useful in terms of enabling candidates to develop progressively, or "fine tune," existing leadership abilities. Danforth Programs were not purely training programs that "created" leaders. What happened in the leadership development programs was that candidates were able to increase their levels of confidence to serve as educational leaders. Little changed in terms of basic levels of competence. The leadership

development programs were affirming processes wherein six highly competent informal educational leaders were provided with opportunities to look at their own leadership abilities in non-threatening and supportive settings. These arrangements enabled candidates to understand their abilities, to the extent that the six teachers questioned whether or not their futures were to be directed toward formal or informal leadership roles in schools.

2. **The candidates developed broader definitions for the term "technical leadership skills."**

The six candidates in this study had participated in intensive field-based learning activities, and they acquired many technical skills in the field of educational leadership. However, "technical skills" were not defined in the traditional sense of management skills needed for school administrators. These are often related to such things as effective budget management, teacher observation and evaluation skills, competent application of school legal principles, positive school-community and public relations, oversight of school plant facilities, student discipline, and precise compliance with school district policies and procedures.

In the case of the six candidates in this research, "technical skills" were defined quite differently. The candidates, their mentors, and other colleagues who were interviewed talked

about gaining greater listening skills, interpersonal skills, communication skills, group processes and facilitation abilities, and in general, learning to work effectively with others. Another frequent observation centered around the fact that the six candidates consistently saw other teachers as allies and valued colleagues, not district employees.

Candidates often indicated that they had gained insights into the "Big Picture" of educational leadership. As a result, they learned to appreciate not only discrete managerial competencies needed to maintain schools as organizations, but also the types of skills that would move those competencies toward greater effectiveness.

3. **Many forms of personal and professional support were identified as critical to the successful leadership voyages of the six teachers.**

As research related to the needs of beginning administrators indicates, one of the greatest frustrations for novice principals and other leaders is that they quickly learn how lonely it is in the world of administration (Weindling & Earley, 1987). The candidates involved in this research learned this fact as well. There were continual references to the fact that, as administrative interns, they had "crossed the line" or "gone over to the other side;" they were no longer viewed in the same vein as they always had been by their colleagues in

classrooms.

Two strategies served to ameliorate the sense of loneliness. First, all six individuals had participated in cohort-based learning programs during their preservice preparation. All individuals spoke frequently of their relationships with other candidates in the Danforth Programs. People spoke of the continuing importance of this form of collegial support during the year in which the university programs were underway, and also in the years after the Danforth Programs had officially concluded for them. A second form of personal and professional support was mentoring. All candidates commented about the power of this practice as a way in which they could find answers to difficult problems throughout their professional development.

4. **The candidates followed voyages that supported the principles of adult learning.**

Adult learning theory was a powerful tool in explaining the nature of what was observed in this study. The six candidates suggested that adult learning differs from the way in which children learn. As people mature, they increasingly want to be the origins of their own learning. They want to be "told" less by others; instead, they seek more opportunities to establish their own learning agendas, set their own goals, decide their own learning activities, and be held accountable for

their own learning outcomes.

The Danforth Programs in which these six individuals participated exemplified all of these features of strong learning experiences for adults. Programs were not highly prescriptive in nature. Candidates were free to select from a wide variety of field-based and other learning activities that were made available to assist individuals in achieving their own, personally-defined learning objectives. Further, the traditional boundaries of "instrumental learning" (acquiring information and knwoledeg solely to achieve immediate, practical objectives) had been broken. Instead, candidates expressed values that were more consistent with the goal of "learning for the sake of learning."

5. **Broader definitions of leadership emerged.**

Traditional images of leadership in education have been confined to the roles of formal educational leaders. It has been implied historically that those who were to serve as leaders of schools were assistant principals, principals, and superintendents. With the advent of such concepts as increased empowerment of classroom teachers, site-based management, and greater shared decision making, the traditional boundaries of educational leadership have been harder and harder to define. Leadership in schools has moved from a state of being functionally defined and role specific (i.e., where leaders are admin-

istrators and administrators are leaders) to a status of something that is functionally and role diffuse (i.e., everybody is getting involved).

This movement to a broader definition of educational leadership was evident in this study. Following roles as school principals were not perceived as the only legitimate goals for the candidates. The study suggested that all six individuals viewed themselves as educational leaders, even when they were classroom teachers engaged in exactly the same jobs they held prior to becoming involved in Danforth Programs.

Throughout their preservice preparation programs, the six candidates had the opportunity to develop much broader and personalized definitions of educational leadership. What started out as "training programs designed to prepare future school principals" gradually became recognized as educational leadership development programs that would provide people with the types of knowledge, attitudes, skills, and values necessary to function effectively as people who would eventually influence the goals of a school or school system, from the perspectives of a multitude of positions and roles.

After people returned to professional roles, another issue began to emerge. Candidates expressed that they appreciated the opportunity to serve as links between the worlds of administration and teaching. They developed the types of skills needed to

help all of their colleagues (teachers and administrators) understand the needs and concerns of "the other side" more completely. Each of the candidates was increasingly being called upon to serve as a "translator" by administrators who sought "the teachers' perspective," and by teachers who wanted to know what administrators were thinking about in terms of certain issues.

This boundary-spanning service between administration and teaching may sound as if it were a powerful role, and perhaps it was from the perspectives of many. However, it was often a very difficult role for the candidates to play. Frustration was often expressed over the fact that colleague teachers were impatient that candidates could not influence administrative decisions and policies as much as they had hoped. No one was so upset that there were accusations of "betrayal" on the part of candidates. On the other hand, some distance now existed between the candidates and other teachers after they returned to the "real world" of schools.

6. Candidates developed added insights into a variety of professional roles.

After going through preservice leadership development programs, the six candidates began to see all of their professional peers who represented a wide array of educational roles in a much different light. They now knew what school administrators

did on a daily basis. They became considerably more appreciative of the kind of work and commitment that were necessary to provide leadership to a school or district. They understood the amount of time and personal sacrifice often required of effective leaders. They also found that individuals whom they saw only "from the outside" in the past had more talent than they had initially realized. They discovered the personal and organizational limitations of leaders.

Candidates believed that they had learned much about the world of teachers as well. In many cases, they were disappointed in the behavior and attitudes of their colleagues in classrooms. On numerous occasions, candidates expressed frustration at how many teachers were limited in their understanding of the complexities of schools, and the nature of administration and leadership. Candidates perceived some fellow teachers as knowing little beyond the world of "their" classrooms and "their" kids.

Discussion

Recommendations for improved practice came from this study in the areas of preservice preparation, induction, and ongoing inservice education.

Preservice Preparation

Three areas that were particularly relevant to preservice preparation for school leaders were issues associated with

recruitment and selection of future educational leaders, the content of educational leadership development programs, and the delivery systems used in leadership preparation programs.

Recruitment and Selection. This study indicated that effective leadership development is dependent in large measure on the initial selection of capable and talented individuals to participate in leadership programs. Effective leadership will come only from effective leaders, and effective leaders come from the ranks of talented people. On the other hand, there is considerable concern that fewer talented individuals are expressing a sincere desire to seek careers in the field of educational leadership. In order for this situation to change, a number of strategies for more effective recruitment and selection must be initiated. For example, alliances between universities and local school systems must be started for the purpose of leadership development. These relationships would have as their foci the development of proactive strategies that would help to find the "best" and "brightest" district staff members who should be encouraged to think about careers in leadership roles. Universities would then work with school systems to provide the types of learning experiences that would appeal to the identified leadership candidates. The critical issue here would be the desire to change the current pattern wherein aspiring educational leaders self-select into preparation programs.

Program Content. The findings of this study suggested that the kinds of knowledge base required of aspiring school leaders is not necessarily related to the acquisition of technical or managerial skills. Rather, the candidates in this research indicated that their most important learning experiences were of the variety normally associated with conceptual and human relations skill development. Technical managerial skills were important, but competencies in this area could be acquired while "on the job." In the future, it is suggested that the curricula of leadership development programs could be directed toward a review of broader conceptual issues, and the enhancement of sensitivity to human relations skills.

Delivery Systems. The conclusions reached in this study suggested that people learn more about leadership when they participate in programs that offer the opportunity to learn in field-based settings while also engaged in university-based activities. Based on that, we make certain recommendations concerning the delivery of preservice leadership preparation programs as well. Future leadership development programs can no longer remain wholly campus-bound. One does not become an educational leader by taking university courses and becoming certified by a state department of education. Using the metaphor of learning a foreign language, a person learns to "speak" leadership most effectively through a process of total immer-

sion, not by memorizing lists of vocabulary words apart from any contact with native speakers. Leadership development must involve strong field experiences such as internships and other forms of practica. However, these learning experiences are not sufficient to improve the formation of leaders. They must be accompanied by strong academic preparation so that aspiring administrators and other leaders learn the "grammar" and "vocabulary" of leadership. This would permit individuals to develop a personal understanding of the complexities and realities of a school leadership role. Further, people need to be able to internalize the knowledge and skills that they have acquired in a personalized way. Unless a person develops an understanding of "why" certain things are done in the field, little learning will occur.

Induction

This study also provided some important insights into the induction process of educational leaders. The broad areas for improvement include support systems, mentoring, and socialization.

Support Systems. Aspiring and beginning educational leaders express a strong belief that they need formal support systems of professional development when they are first taking on a new professional role. Leadership can be lonely, and help through systematic support is important. Specific suggested

practices related to the need for finding support mechanisms are many. For one thing, the fact that candidates in this study were part of special leadership programs was well-known in their school districts. As a result, they were given additional time with administrative colleagues, and this served as a form of support. The same kind of peer coaching would be desirable as people take on their first formal leadership roles. Districts might work cooperatively with local universities to form alliances that could be the basis for comprehensive induction programs that make assistance and support available to all beginning educators--teachers, administrators, counselors, and all certificated personnel.

Mentoring. An extremely powerful device to assist in the induction of organizational newcomers is mentoring. This is a formal arrangement where experienced practitioners are available to provide guidance and support to less-experienced colleagues. What is needed to improve current practice at the induction level for new educational leaders are mentoring programs where the focus would be on proactive instructional relationships between mentors and proteges. In these settings, mentors would not necessarily sit back and wait for new leaders to find them. Instead, more regular contact would be arranged throughout the earliest years of a person's career. A mentoring plan would be developed between beginning leaders and their

mentors, and there would be ongoing commitment of time and other resources to make certain that contact between proteges and mentors would be ongoing and substantive.

Socialization. This study indicated that three different types of socialization were taking place by the candidates: Anticipatory socialization (learning what a professional role is likely to be prior to assuming it), professional socialization (learning the ways in which people in a particular role are "supposed" to behave), and organizational socialization (learning how people in a particular environment or organizational context are to act). Being aware of these three issues has important implications for practice.

In terms of anticipatory socialization, we recommend that all educational leadership programs would involve a strong preservice field-based learning component to assist people who are interested in pursuing a leadership role in the future. Such activities would reduce the likelihood of great surprises on the part of individuals when they moved into a role for the first time. Professional socialization might be made more powerful if efforts were made to ensure that beginning school leaders would be matched with either individual mentors or groups of experienced colleagues to work with as they moved into their professional roles. These individuals would not only provide information concerning "tricks of the trade," but they

would also help the newcomer to understand general expectations about the local role of the leader.

Inservice Education

The final phase of professional development considered here deals with the improvement of practice associated with on-going inservice education for educational leaders. Here, three broad issues are again considered: Collegial support, enhancement of professional image and appreciation for the profession in general, and the ability to develop a proactive perspective of leadership in schools.

Collegial Support. This study showed that the need for support form one's professional colleagues did not end at the conclusion of preservice programs. People still sought peer support and networking as they continued in their careers. In terms of practice, the most important issue here is that school systems have a professional responsibility to find resources to ensure that leadership teams have the opportunity to work productively as peers. Schools will be more effective when leaders are more effective. And leaders will be more effective if they do not have to work in isolation throughout their careers.

Professional Image Enhancement. One thing that was clearly happening to the candidates in this study is that they were gaining greater amounts of confidence as well as greater appreciation for their professional roles and status in general.

People expressed pride in serving as educators. The same type of professional pride and image enhancement is of value for experienced leaders as well. Districts, universities, state departments, and other agencies must work to ensure that, when school leaders do a good job, they are recognized. If aspiring leaders see that there are some positive visions of educational leadership, they will try to achieve the same image.

Understanding the Bigger Picture. The final issue deals with the likelihood that the candidates in this study completed their programs with a much broader understanding of educational leadership. They could see that leadership was necessary to support all of the other functions and goals of schools. Opportunities to keep a strong dialogue going between all segments of schools must continue as an ongoing inservice function. Even leaders with many years of experience in schools need to be aware of the concerns and issues that face all members of the school community. The opportunity to see the "Big Picture" has to be preserved so that people continue to understand the problems and issues faced by all colleagues. This might be accomplished by promoting ongoing dialogue between and among all partners in the school. Principals must dialogue with teachers and other certificated staff, and classified staff must have access to central office administrators, for example. It will

be through such efforts that people will understand the most pressing issues facing schools.

Summary

In this paper, information concerning a recent study of leadership development was provided. The study involved following six individuals who were progressing through special leadership preparation programs sponsored by the Danforth Foundation and three universities. The stated goal of the programs were to prepare people to move into school principalships after having received intensive opportunities for field-based learning. However, in the case of five of the six individuals studied, they returned to classroom teaching assignments rather than administrative posts. As a result, the researchers were able to make certain observations concerning the nature of leadership development for individuals who do not necessarily move into administrative offices.

A number of issues regarding effective leadership development practices emerged as a result of this study. However, perhaps the most significant issue that may be carried on for further analysis is related to the extent to which traditional images of leadership development might be questioned. Clearly, people who are educational leaders take on a variety of roles in schools. They do not necessarily become administrators. As a result, it is important that strategies be developed to assist

such individuals become effective and positive forces within their schools and districts. Our findings suggest that informal school leaders are an important resource for enhancing the overall quality of schools. As a result, more attention must be directed at this resource in the future.

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